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## NEW BOOKS.

**Descriptive Geometry. Part I, Lines and Planes.** By JOHN C. TRACY. Part II, Solids. By HERBERT B. NORTH and JOHN C. TRACY. New York: John Wiley and Sons. Pp. 126. \$2.00.

The author considers that there are only four problems in descriptive geometry that are fundamentally different; all others depend for their solution upon one or more of these four fundamental problems. This fact, becoming apparent during a long experience in teaching, led to the preparation of Part I of this book, which, in reprint form, has been used as a text-book for several years. The addition of Part II completes a book in which the main object is to teach the student to resolve a new problem into its component parts or steps, and to recognize in each step a previous problem with which he is already familiar. This is a method of attack that will help to simplify not only problems in descriptive geometry, but problems in other engineering subjects as well.

**Elementary Experimental Dynamics.** By C. E. ASHFORD. Cambridge: The University Press. Pp. 246. \$1.25.

This and a companion volume on "Elementary Experimental Statics," soon to appear, form a course of mechanics for boys. The author instead of starting with Newton's Laws as axioms and developing the subject deductively, starts with simple quantitative experiments and develops the fundamental principles of mechanics from the results. More explicitly mathematical processes are introduced later and in the end the student should have a very intelligent comprehension of the elements of the subject. The text presents an attractive appearance and is written in a lucid style.

**The Twisted Cubic.** By P. W. WOOD. Cambridge: The University Press. Pp. 78. 75 cents.

This little volume fills a need due to the fact that the twisted cubic has been so little treated in English from a fundamental and connected point of view. In the first part the projective properties of twisted cubics are treated and in the second part the relations between the asymptotes, the diameters and other elements associated with the cubical hyperbola are dealt with from a metrical standpoint. The treatment presumes some knowledge of both projective and analytical methods and furnishes a good introduction to the wide field of twisted curves.

**The Theory of Numbers.** By ROBERT D. CARMICHAEL. New York: John Wiley and Sons. Pp. 94. \$1.00.

This is number 13 of the Mathematical Monographs issued by the publishers. In the first five chapters a treatment of the elementary proper-

ties of integers is given. These chapters also cover Congruences, Fermat's and Wilson's theorems and primitive roots. In the last chapter the author gives a brief treatment of the theory of quadratic residues, Galoi's imaginaries, analytic theory of numbers, Diophantine equations, Pythagorean triangles and the equation  $x^n + y^n = z^n$ .

**Elementary Theory of Equations.** By LEONARD E. DICKSON. New York: John Wiley and Sons. Pp. 184. \$1.75.

This book, as the title implies, gives an elementary treatment of the field usually covered by an introductory course. It starts out with a good treatment of graphs and proceeds to complex numbers by means of vectors. In the solution of numerical equations Newton's method is used in preference to Horner's. The work seems to be carefully done in spite of the following sentence which appears in the first paragraph: "One may be sure that a given cubic equation has only the one real root seen in the graph if the bend points lie on the opposite sides of the x-axis."

**Arithmetic.** Book I, Fundamental Processes; Book II, Practical Applications. By JOHN H. WALSH and HENRY SUZZALLO. Book I, 35 cents. Book II, 65 cents. Boston: D. C. Heath & Co.

Among the urgent demands now made regarding instruction in arithmetic are that (1) fundamental processes shall be emphasized in the lower grades in order that efficiency may result; (2) that the social and economic applications of arithmetic shall be taught in the upper grades so that grammar school children will have an insight into the typical practices of modern life. These books seem to meet both requirements to an exceptional degree.

The series is so arranged that a pupil may acquire an easy and accurate command of the processes by the end of the sixth year. The seventh and eighth school years are thus left free for the study of practical applications. Few if any books heretofore offered to schools contain so varied and extended a series of applications of arithmetic suitable to the conditions of modern life such as the rank and file of pupils are likely to meet.

**Francis W. Parker School Year Book.** Volume III, June, 1914. 188 pages. 50 illustrations. Francis W. Parker School, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "Expression as a Means of Developing Motive," or the place of expression in the process of education. It is a distinctive contribution to literature on social education, and portrays vividly certain fundamental phases of education as they have been worked out in this school. Those who have read Volumes I and II of this *Year Book* will welcome the present volume.